



Commissioner's Review
Progress Report
Spring 2009

LEA/School:

Commissioner's Review 2010 Electronic Report

Instructions:

The Commissioner's Review 2010 protocol requires that all districts provide an updated progress report indicating the level of implementation of the identified priority Diploma System components (any additional progress or substantial changes made since the 2008 review). Please complete the following report describing the progress in the level of implementation or substantial changes of the identified components using the guiding questions as prompts for your answers. The first section includes the concerns identified in your 2008 Commissioner's Review; address these concerns in your responses. You may provide a brief statement of how the district has met the concern or refer to the section in the report that addresses that concern. For instance, you may address a concern about alignment when answering questions about standard setting.

There is a section in the template to collect information about the middle level systems. A middle level administrator and teacher leader should fill out the middle level section.

Additionally, please provide information about your HS Diploma System regarding alignment, assessments and opportunities for science, social studies, the arts and technology. Content area department chairs or coordinators should fill out these areas. Include this information using the template provided at the end of the document.

The **comment/progress** section is to provide space for BRIEF descriptions or further explanation of level of implementation. For example, mention of Read 180 for targeted literacy support. Please **list** key evidence that supports your description of progress and implementation. The ILP is the only required piece of evidence that must be attached electronically to this submission.

The Commissioner's Review Criteria document was used to develop the prompts in this electronic submission. The electronic submission form, as well as the review summary document, is available electronically on **February 4**, at www.ride.ri.gov on the Office of Middle and High School Reform site.

Once completed, the template must be submitted electronically to Ruth Furia at ruth.furia@ride.ri.gov on or before **May 1, 2009**.

REMEMBER: Please save a copy of this electronic submission for your records.



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1. Addressing Outstanding Issues from 2008 Commissioner's Review

Issues from January 2008 Letter	Briefly describe the progress made in addressing the issues or clearly indicate where the information is found in other areas of the report.	List of evidence supporting description of progress



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**2a. Component I: PBGR
Access and Opportunity**

<i>Guiding Questions</i>	<i>Narrative with bulleted list</i>	<i>Evidence (Documents, protocols, process, contacts etc.)</i>
<i>How does the district guarantee that all students, regardless of their learning pathway and other educational opportunities, have access to a fully aligned and rigorous curriculum?</i>		
<i>How do you know that students have had enough opportunities of different sorts of assessments/ activities to support decisions for graduation by proficiency?</i>		



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**2b. Component I: PBGR
Standard Setting**

<i>Guiding Questions</i>	<i>Narrative with bulleted list</i>	<i>Evidence (Documents, protocols, process, contacts etc.)</i>
<i>What is the process for developing district/school policy and procedures to determine whether a student has met the minimum level of proficiency required for graduation within a content area?</i>		
<i>How are the multiple measures (grades, performance assessments, and state tests) used to determine proficiency for each student?</i>		



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**2c. Component II: Supports to Students
Scaffolded Adolescent Literacy Program**

<i>Guiding Questions</i>	<i>Narrative with bulleted list</i>	<i>Evidence (Documents, protocols, process, contacts etc.)</i>
<i>Briefly describe the three tiers of your scaffolded literacy program</i>		
<i>How do you determine the level of support students need in reading? How do you monitor student progress in reading?</i>		
<i>Describe your content literacy strategies</i>		



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**2d. Component II: Supports to Students
Personalization**

<i>Guiding Questions</i>	<i>Narrative with bulleted list</i>	<i>Evidence (Documents, protocols, process, contacts etc.)</i>
<i>Describe the strategies used by the LEA that ensures a personalized learning environment for all its students</i>		
<i>Provide details of the ILP process that provides the opportunity for students to meet their goals (Attach an electronic copy of your ILP)</i>		
<i>Describe the roles of the adults (including families) in helping students maintain their ILP</i>		



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2e. Other Areas of Diploma System

<i>Describe any major changes/additions/progress (from 2008 review) in the following areas:</i>	<i>Narrative with bulleted list</i>	<i>Evidence (Documents, protocols, process, contacts etc.)</i>
<i>Supports to Staff</i> <ul style="list-style-type: none"> <i>Common Planning Time</i> <i>Professional Development</i> <i>Leadership</i> 		
<i>Communication Process</i> <i>To parents, students, staff, and other school community members</i> <i>Articulation with middle level</i>		
<i>Data and Policy</i> <i>Describe any changes to policy since 2008 review</i> <i>How has data been used to inform the changes/additions made to or evaluation of the Diploma System programs and structures?</i>		



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3. Middle Level Report

Question	Narrative with bulleted list	List of evidence supporting narrative
<i>Describe the advisory process that ensures a personalized learning environment for all middle level students</i>		
<i>Describe the ILP process and how it provides the opportunity for middle level students to meet their goals</i> <i>(Attach an electronic copy of your ILP)</i>		
<i>Describe the CPT schedule and process at the middle level school(s)</i>		
<i>Describe the articulation process between the middle level and high school(s) that ensures appropriate supports for transitions and progress toward graduation by proficiency</i>		



4. Content Area Information (Science, Social Studies, the Arts, and Technology)

As stated in the Secondary Regulations 2008 Guidance (page 9):

In the arts, social studies, and technology, local educational agencies (LEAs) will adopt grade-span expectations (or content standards). The grade-span expectations in these core areas, like those that the state developed in English language arts, mathematics, and science, must be based on nationally recognized content standards, incorporate the state-defined applied learning skills, and reflect the knowledge and skills expected of all students earning a high-school diploma. The social studies content standards that local educational agencies adopt must include the standards contained in Civics and Government and Historical Perspectives/RI History. Districts must provide appropriate and sufficient opportunities for students to achieve proficiency in these areas.

The evaluation of the core areas has been phased in with the expectation that LEAs will have implemented the above alignment and access/opportunities requirements by 2012. While the review for 2010 focuses primarily on the ELA and mathematics GSEs, LEAs are responsible for continuing to build their system to ensure that all six-core areas are part of determinations of proficiency for graduation.

In preparation for the Commissioner's Review in 2009 leading to 2012 full approval, LEAs need to provide information about their High School Diploma System in regards to the other four core areas (science, social studies, the arts, and technology). LEAs are required to supply this information by describing to what degree the work has evolved in regards to alignment and the development of assessments with associated rubrics.

It is important to describe the current opportunities/access (including activities outside the regular classroom structures) that students have to achieve proficiency in the other four core areas. Additionally, provide the LEA's proficiency descriptions for science, social studies, the arts, and technology.



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Suggestions for responding to questions regarding the science, social studies, the arts and technology

<i>Please respond to the following:</i>	<i>Prompts:</i>
<i>By which process were standards in this content area chosen and adopted?</i>	Describe the process including, who was involved in the process, what resources did you use, and how was this communicated to the rest of the school community (how was the school committee involved in the adoption of the standards?).
<i>Describe student access and opportunities in this content area that lead to proficiency</i>	For instance, how do you know that all ninth grade students who take your ninth grade history class requirement have fair access to the same set of standards and that all students have similar expectations in terms of meeting proficiency and their opportunities are at a similar level of rigor. How do you ensure that all students meet the requirements for graduation and proficiency? Are there alternate opportunities available for students who do not follow the “traditional” sequence?
<i>Describe the alignment process for the courses and key assessments used for determining proficiency in this area</i>	Who was involved in this process? How did you determine if current coursework and assessments were aligned to the adopted standards? What is the plan for ongoing alignment work to ensure that the entire science curriculum is aligned?
<i>How is proficiency described and assessed? What types of assessments are students required to take?</i>	Describe how the department has discussed which major assessments are used to determine if a student has both met course requirements and met proficiency. How did the department/school determine how many assessments, which types of assessments are required for proficiency?



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LEA/School:

Science

<i>Please respond to the following:</i>	<i>Response:</i>
<i>By which process were standards in this content area chosen and adopted?</i>	
<i>Describe student access and opportunities in this content area that lead to proficiency</i>	
<i>Describe the alignment process for the courses and key assessments used for determining proficiency in this area</i>	
<i>How is proficiency described and assessed? What types of assessments are students required to take?</i>	



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Social Studies

<i>Please respond to the following:</i>	<i>Response:</i>
<i>By which process were standards in this content area chosen and adopted?</i>	
<i>Describe student access and opportunities in this content area that lead to proficiency</i>	
<i>Describe the alignment process for the courses and key assessments used for determining proficiency in this area</i>	
<i>How is proficiency described and assessed? What types of assessments are students required to take?</i>	



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LEA/School:

Arts

<i>Please respond to the following:</i>	<i>Response:</i>
<i>By which process were standards in this content area chosen and adopted?</i>	
<i>Describe student access and opportunities in this content area that lead to proficiency</i>	
<i>Describe the alignment process for the courses and key assessments used for determining proficiency in this area</i>	
<i>How is proficiency described and assessed? What types of assessments are students required to take?</i>	



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Technology

<i>Please respond to the following:</i>	<i>Response:</i>
<i>By which process were standards in this content area chosen and adopted?</i>	
<i>Describe student access and opportunities in this content area that lead to proficiency</i>	
<i>Describe the alignment process for the courses and key assessments used for determining proficiency in this area</i>	
<i>How is proficiency described and assessed? What types of assessments are students required to take?</i>	



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5. Signature Page

Please include the signatures and contact information for all persons who contributed to this electronic submission and indicate who we should contact for clarification or additional information if required. Add rows as needed.

Name	Role/Responsibility	Contact Information
	Central office/High School -	
	Middle Level -	
	Science -	
	Social Studies -	
	The Arts -	
	Technology -	